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ABSTRACT

This is a study of values and value systems of various groups of elementary school pupils from ages nine to twelve. The research is based upon Milton Rokeach's (1968) conceptualization of values and value systems and upon his methodology of value measurement. A two-fold purpose of the study is stated: 1) to modify the Rokeach Value Survey in order to make it a more appropriate and reliable instrument for use with 9 to 12 year old pupils and, 2) utilize the modified instrument to investigate differences in the value preferences among subgroups of the population sampled. Several tentative implications for educational practice of the findings of these and related studies and for further research are identified. Seven tables which summarize the measurement instrument and the results of the value survey are included. (Author/SHM)

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# VALUE PREFERENCES OF PREADOLESCENTS IN PORTLAND, OREGON, AND VANCOUVER, B.C.: A CROSS-CULTURAL STUDY

A Presentation Made to the National Council for the Social Studies, National Convention

Boston, Massachusetts, November 21, 1972

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SO 005 323

# VALUE PREFERENCES OF PRE-ADOLESCENTS IN PORTLAND, OREGON AND VANCOUVER, B.C.

## INTRODUCTION

Among the issues identified for today's program are those of value identification, conflict and resolution." This paper is an attempt to deal with the first of these issues, value identification. More specifically, our concern is with the values and value systems of various groups of elementary school pupils from ages nine to twelve.

Educators have ample reason to be concerned about the value orientations of their pupils. Systematic knowledge of pre-adolescent value preferences is of great potential importance to teachers, curriculum planners, social studies educators, and researchers.

## BACKGROUND AND ASSUMPTIONS

Before reporting the findings of our studies of pre-adolescent values, it is important to make explicit some of the assumptions underlying this research and some of the characteristics of the methodology employed.

The research that we report to you today is based upon Milton Rokeach's (1968) conceptualization of values and value systems and upon his methodology of value measurement. Rokeach regards values as the most central elements of human belief systems. He defines a value (1968, p. 124) as " . . . a type of belief, centrally located within one's total belief system, about how one ought or ought not to behave, or about some end-state of existence worth or not worth attaining." Rokeach differentiates between terminal values, or preferred end-states of existence, and instrumental values, or preferred modes of behavior. Within the set of terminal or instrumental

values, items are differentiated from each other in terms of centrality. Rokeach believes that it is the relative position of values within a value system that influences choices made by human [illegible] situations of value conflict.

Rokeach's approach to the measurement of values assumes 1) that the components (i.e. value items) of the value system have been accurately identified, 2) that the items comprise a fairly complete list of the components of the value system, and 3) that the position of particular values within each individual's value system is a critical variable in the determination of human behavior and belief.

The notion that it is the relative position of values within a delimited value system, rather than the absolute amount of preference for a particular value, that is crucial has important implications for value theory and measurement. For example, it is worth noting that the dependent variable of interest in the studies reported today is not the amount of a particular value preference that each subject exhibits. It is rather, the position of particular values within each subject's terminal or instrumental value system. This approach assumes that groups of subjects, who rank a particular value relatively high within their personal value systems, will differ systematically from groups of subjects, who rank that value relatively low. It is this assumption that justifies the handling of apparently ipsative data in a normative manner across subjects.

PURPOSES

The purposes of the studies reported today were two-fold: 1) to modify the Rokeach Value Survey. (Form D), (See Appendix Table 1), in order to make

it a more appropriate and reliable instrument for use with 9 - to 12-year old pupils, and 2) to utilize the modified instrument (See Appendix Table II) to investigate differences in value preferences among subgroups of the population sampled.

The process of modifying the adult, Rokeach value measure involved employment of a panel of expert judges for considerations of content validity and vocabulary level and the conducting of pilot studies to establish test-retest reliability. Pertinent data from these procedures are reported in Tables III-A, III-B, and IV (See Appendix).

Design Tables V-A and V-B show the composition of comparison groups in the Vancouver (Table V-A) and Portland (Table V-B) samples. The Vancouver study employed a 2 x 2 x 2 factorial design to sample the value preferences of grade four and grade six boys and girls at two SES levels. The Portland study employed the same instrument and cluster sampling procedures to examine the value preferences of black and white boys and girls at two levels of SES in grade six only. Inasmuch as the Vancouver study did not examine the race variable and the Portland study did not examine the grade variable, it is not possible to make direct comparisons between populations on all the variables studied. However, we propose, in addition to reporting the findings of the two separate studies, to make certain gross comparisons between the entire Portland sample and the grade six portion of the Vancouver sample. This paper will, therefore, report similarities and differences in terminal and instrumental value preferences 1) within the Vancouver sample, 2) within the Portland sample, and 3) between the grade six pupils within the two populations sampled. Table V-C shows the composition of the comparison groups in the

Vancouver-Portland 'comparative' study.

SIMILARITIES

Tables VI-A and VI-B show those values that were ranked consistently high or low across comparison groups in the Vancouver (Table VI-A) or Portland (Table VI-B) samples. Observation of a value in the top or bottom four positions in six or more of the eight comparison groups comprising each sample was taken to indicate substantial cross-group similarity in value preference.

Table VI-A presents the values meeting the stated criterion level within the Vancouver sample. The terminal values, family love and protection, peaceful world and true friendship, and the instrumental values, loving and honest, were uniformly highly preferred across comparison groups in the Vancouver sample. Among the least preferred across comparison groups were the terminal values, confidence and pride in self, feeling of achievement and religious faith, and the instrumental values, creative and influential.

According to Table VI-B, two terminal values, family love and protection and equal opportunity for all people, and three instrumental values, loving, honest and helpful, were uniformly highly preferred across comparison groups in the Portland sample. Those values that were uniformly least preferred across Portland comparison groups were the terminal values, feeling of achievement, exciting life, and prosperous life, and the instrumental values, creative and influential.

It is well to remember that the Vancouver sample comprised pupil's in both grades four and six, whereas the Portland sample comprised only grade six pupils. A more direct comparison of grade six value preferences in the

two populations sampled is provided in Tables VI-C, VI-D, VII-D, and VII-E. Tables VI-C and VI-D show those terminal (Table VI-C) and instrumental (Table VI-D) values that were ranked in the top and bottom four rank order positions by grade six pupils in both samples and the ratio of occurence of those values among comparison groups in each sample. Applying comparable criteria of similarity to comparison between samples as was applied within samples, Table VI-C shows that family love and protection is highly preferred by grade six pupils in both samples and feeling of achievement is uniformly least preferred. Such values as peaceful world, true friendship, prosperous life and religious faith approach but do not meet the criteria level of similarity.

Table VI-D shows that four instrumental values meet the criterion level of similarity between samples. Loving and honest are ranked uniformly high across comparison groups in both Vancouver and Portland grade six samples, whereas creative and influential are ranked uniformly low. Helpful and brave approach, but do not meet, the necessary criterion level. The implications of the uniformly low preference of such values as achievement and creative will be discussed later in this paper.

DIFFERENCES

The factorial design of the Vancouver and Portland studies permitted analyses of variance of the main effects and interactions of grade, sex and SES in the case of the Vancouver study, and race, sex and SES in the case of the Portland study. Tables VII-A and VII-B provide a summary of significant "F" ratios within the Vancouver sample, Table VII-C provides a summary of significant differences within the Portland sample, and Tables VII-D and VII-E provide

summaries of mean differences and significant "t" values between grade six pupils in the Vancouver and Portland samples.

VANCOUVER

Tables VII-A and VII-B show significant sex differences in the Vancouver sample on six of fourteen terminal values and seven of fifteen instrumental values. Girls ranked the terminal values family love and protection, social recognition and religious faith significantly higher and exciting life, pleasure and prosperous life significantly lower than did boys. Vancouver girls also ranked the instrumental values loving, honest and forgiving significantly higher and capable, creative, influential and intelligent significantly lower than Vancouver boys.

Tables VII-A and VII-B also show that significant grade differences were found on 4 of 14 terminal values and 7 of 15 instrumental values in the Vancouver study. Grade four pupils preferred the terminal values beautiful world and true friendship significantly more highly than did grade six pupils. In contrast, grade six pupils preferred confidence and pride in self and exciting life more highly than did grade four pupils. Among the instrumental values, grade four pupils ranked cheerful, clean, loving and polite significantly higher and ambitious and dependable significantly lower than did grade six pupils in Vancouver.

The Vancouver study showed significant SES differences on one terminal value and four instrumental values. High SES subjects preferred beautiful world and dependable more highly and clean, intelligent and polite less highly than did low SES subjects. It is also worth noting that interpretation of these main effects is confounded by first and/or second order interactions on five of fourteen terminal values and nine of fifteen instrumental values.

PORTLAND

Table VII-C shows that the Portland study reveals significant main effects and/or interactions on four terminal values and three instrumental values.

Significant race differences ('main effects)were found on two terminal and two instrumental values, sex differences on two terminal values and SES differences on only one terminal value. Black subjects preferred the terminal value confidence and pride in self and the instrumental values influential and cheerful significantly more highly than did white subjects in the Portland sample. White subjects preferred the terminal value admiration and respect of others significantly more highly than did Black subjects. Race was also involved in two-way interactions with SES on the terminal values true friendship and secure country.

Socio-economic status (SES) was associated with main effects and/or interactions on three terminal, and two instrumental values in the Portland sample. Subjects of moderate SES preferred the terminal values admiration and respect of others and secure country significantly more highly than did low SES subjects. The SES main effect on secure country was confounded by a significant two-way interaction of Race and SES on that value.

A Sex 'main effect' and an interaction of sex and SES were observed on the instrumental value influential. Boys preferred influential significantly more highly than did girls, although the sex difference was much greater at the low than at the higher SES level.

VANCOUVER AND PORTLAND COMPARED

Tables VII-D and VII-E present mean differences and significant t-values ($\alpha$ = .05) for grade six subjects in the Vancouver ( n = 68) and Portland (n = 768) samples. Significant differences were found on 6 of 14 terminal values and 3 of 15 instrumental values.

According to table VII-D, Vancouver pupils preferred such 'hedonistic' values as pleasure and exciting life significantly more highly than did Portland pupils. Vancouver subjects also preferred such 'competence - and achievement oriented' values as ambitious and capable (Table VII-E) significantly more highly than did Portland subjects. In contrast, Portland pupils preferred such 'sociocentric' values as equal opportunity for all people (Table VII-D) and cheerful (Table VII-E) more highly than did grade six pupils in Vancouver.

It is also worth noting the Portland subjects ranked terminal values confidence and pride in self and religious faith significantly higher and family love and protection significantly lower than did Vancouver subjects. Also worth noting are the remarkable similarities in preference between grade six pupils in Portland and Vancouver on such terminal values as secure country and peaceful world (Table VII-D) and such instrumental values as polite and dependable (Table VII-E).

## IMPLICATIONS FOR EDUCATION

At this stage, it would be unwarranted to make more than tentative statements concerning the implications for educational practice of the findings of these and related studies. It is not yet clear that the findings are broadly generalizable or, even, that replication studies will confirm the findings reported here. However, admitting the limitations of present knowledge in the field of preadolescent value preferences, it is, nevertheless, possible to identify a number of tentative implications for education.

The conclusion that the preadolescent years are a period of substantial change in value orientations is of great potential significance to educational practice, particularly at the elementary school level. Whether or not one believes that schools should play any direct role in influencing such changes, it is important to identify the value orientations not only of individual pupils, but also of sources of influence upon individual value systems. Such sources of influence as primary reference groups and persons may possess value orientations that need to be identified by educators. Furthermore, if the school is to make explicit its intended and unintended influences upon pupil values, then systematic efforts must be made to identify the value orientations of the school as an institution and of participants in the process of schooling.

Social studies and other educators are once more emphasizing the need to examine value conflicts and to encourage the clarification of personal pupil values within the school setting. The use of a Rokeach-type measure as an instructional device is, perhaps, indicated in such valuing situations. For example, would not data concerning reference group value norms and personal

value hierarchies provide valuable inputs to value clarification and conflict resolution activities in the classroom?

Furthermore, with regard to criteria upon which curriculum and instruction decisions are based, Hilda Taba (1962) stated that,

> We know from research that it is foolhardy to overlook the special needs, interests, weaknesses, strengths, and existing concerns of the learners in what is taught and how it is done. To ignore this merely means overlooking potent motivation and courting the possibility of ineffective learning (p. 299).

It would be possible for a teacher to utilize the modified Rokeach-value survey to develop a value profile for each of his classes (e.g. Tables VI-E and VI-F). Such a procedure would provide empirical evidence concerning the preferred values of the pupils and would alert teachers to deeply felt interests and desires of the children. This suggests that as a beginning point for instruction, motivation for learning could be increased by capitalizing on the pupils' most preferred values.

In this regard, it is important to note the uniformly high ranking of Family Love and Protection, Peaceful World, Honest, Loving, and Helpful in both the Vancouver and Portland Studies as well as the uniformly low ranking of Prosperous Life, Feeling of Achievement, Brave, Creative, and Influential. Speculation concerning causes or explanations would undoubtedly be hazardous. The potential usefulness of this data to educators, however, deserves a brief examination.

The high ranking of sociocentric and affection laden values such as Helpful, Honest, Loving, etc. could well be a clue to the kind of learning environment and teacher-pupil relationships that would increase pupil motiva-

tion and receptivity to instruction. Indeed, the low regard for egocentric and success-oriented values such as Prosperous Life, Feeling of Achievement, and Influential could serve as a warning about the possible counter productive effects of stressing achievement and future success in attempts to motivate preadolescent children.

In this same vein, a teacher could develop a value profile for each of his students and thereby become aware of the value preferences of individual pupils. This information could be utilized as a guide to personal interaction between the teacher and individual students. For example, children indicating a high regard for affection, helpfulness, and family love could well be demonstrating a desire for a personal relationship with the teacher that is quite different from those ranking achievement and success highest. Both teachers and counselors could be guided by precise value preference data of this kind.

There are, of course, dangers of the misuse of knowledge concerning human value systems and changes within those systems. In terms of education, the dangers include 1) the indescriminate application of normative findings concerning groups of preadolescents to individual pupils, who may differ markedly from developmental or subgroup norms, and 2) the use of knowledge concerning human value systems to manipulate pupil value preferences to conform with the orientations of a dominant majority or of a particular interest group. It is not the purpose of this paper to examine the ethical-moral questions relating to the experimental and/or institutional manipulation of basic human values or of controlling the direction of value system change. However, it would be as foolish to deny the possible dangers of misuse of such

knowledge as it would be reject the need for systematic knowledge of human value systems and their relationships to behavior and belief.

IMPLICATIONS FOR RESEARCH

In considering the implications of this study for further research, it is important to remember that these studies were directed only to the questions of what value preferences preadolescents hold and of whether grade, sex, SES, and race are correlates of differences in those preferences. The research questions relating to the value orientations of school children that these studies suggest include the following:

1) What relationships do value preferences have to other form of behavior and belief?
2) What effects do valuing and decision-making instructional strategies have on changes in pupil value orientations?
3) What effects, if any, do differences between pupil value orien'ations and those of the school or teacher have on pupil achievement?

Another type of study to which the Rokeach instrument is well-suited is the 'identification' study. Rokeach (1970, p. 15) has suggested that subjects might be asked to perform two ranking tasks upon items of both the terminal and instrumental value scales: 1) subjects rank items in order of personal preference and 2) subjects rank items in order 'you think your teacher (or school) would prefer'. A rank-order correlation (rho) between the results of the two tasks would constitute an index of identification of the pupil with the specified reference person or group. This way of operationalizing the notion of identification presents some intriguing research possibilities.

Rokeach (1971a) and Kehoe (1972) have demonstrated the possibility of utilizing the Rokeach-type value measure in order to manipulate experimentally particular terminal or instrumental values as independent variables in research studies. If certain attitudes or behaviors are predicted as the result of raising or lowering particular values within personal value systems, then the Rokeach-type measure would provide evidence that such manipulation had, in fact, taken place. For example, Kehoe predicted that upward manipulation of freedom, equality and broadminded, would increase "tolerance of cultural diversity." Such a prediction cannot be tested unless evidence is obtained that these values, as the independent variables, have been successfully manipulated.

It is finally suggested that a test-retest correlation over time might be used as a measure of value system stability or change. Rokeach (1970) has shown that various comparison groups differ systematically in terms of value system stability. Assuming experimental control of all variables, including instrument reliability, except treatment variables being manipulated, then the less positive the correlation between ranking from test to retest the greater the value system change. It might, for example, be predicted that utilization of value clarification strategies would produce significant value system change. The modified Rokeach-type value measure is well-suited to the testing of this type of prediction at the elementary school level.

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TABLES

from

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TABLE I

VALUE ITEMS OF ROKEACH VALUE SURVEY - FORM D

| TERMINAL VALUES | INSTRUMENTAL VALUES |
|---|---|
| A Comfortable Life (a prosperous life) | Ambitious (hard-working, aspiring) |
| An Exciting Life (a stimulating, active life) | Broadminded (open-minded) |
| A Sense of Accomplishment (lasting contribution) | Capable (competent, efficient) |
| A World at Peace (free of war and conflict) | Cheerful (lighthearted, joyful) |
| A World of Beauty (beauty of nature and arts) | Clean (neat, tidy) |
| Equality (equal opportunity for all) | Courageous (standing up for your beliefs) |
| Family Security (taking care of loved ones) | Forgiving (willing to pardon others) |
| Freedom (independence, free choice) | Helpful (working for others' welfare) |
| Happiness (contentedness) | Honest (sincere, truthful) |
| Inner Harmony (freedom from inner conflicts) | Imaginative (daring, creative) |
| Mature Love (sexual & spiritual intimacy) | Independent (self-reliant, self-sufficient) |
| National Security (protection from attack) | Intellectual (intelligent, reflective) |
| Pleasure (an enjoyable, leisurely life) | Logical (consistent, rational) |
| Salvation (saved, eternal life) | Loving (affectionate, tender) |
| Self-Respect (self-esteem) | Obedient (dutiful, respectful) |
| Social Recognition (respect, admiration) | Polite (courteous, well-mannered) |
| True Friendship (close companionship) | Responsible (dependable, reliable) |
| Wisdom (mature understanding) | Self-controlled (restrained, self-disciplined) |

TABLE II

ITEMS OF THE MODIFIED ROKEACH-TYPE VALUE SURVEY DEVELOPED FOR USE WITH PREADOLESCENT SUBJECTS

| TERMINAL VALUES | INSTRUMENTAL VALUES |
|---|---|
| A Beautiful World | Ambitious |
| Admiration and Respect of Others | Bold (Brave) |
| A Feeling of Achievement | Capable |
| A Secure Country | Cheerful |
| A Peaceful World | Clean |
| Confidence and Pride in Self | Creative |
| Equal Opportunity for All People | Dependable |
| Exciting Life | Forgiving |
| Family Love and Protection | Helpful |
| Freedom of Choice | Honest |
| Pleasure | Influential |
| Religious Faith | Intelligent |
| True Friendship | Loving |
| Wealth (Prosperous Life) | Polite |
| | Self-Controlled |

TABLE III-A

INTER-JUDGE AGREEMENT ON TERMINAL VALUES MODIFICATIONS

| ROKEACH ITEM | MODIFIED ITEM | % AGREEMENT TO INCLUDE | % AGREEMENT ON WORDING |
|---|---|---|---|
| A Comfortable Life | Wealth (Prosperous Life*) | 90 | 50* |
| An Exciting Life | Exciting Life | 100 | 90 |
| A Sense of Accomplishment | A Feeling of Achievement | 90 | 80 |
| A World at Peace | A Peaceful World | 80 | 80 |
| A World of Beauty | A Beautiful World | 100 | 80 |
| Equality | Equal Rights for All People | 100 | 80 |
| Family Security | Family Love and Protection | 90 | 90 |
| Freedom | Freedom of Choice (Freedom and Independence**) | 100 | 50** |
| National Security | A Secure Country | 80 | 80 |
| Pleasure | Pleasure | 90 | 80 |
| Salvation | Religious Faith | 80 | 80 |
| Self-Respect | Confidence and Pride in Self | 100 | 80 |
| Social Recognition | Admiration and Respect of Others | 90 | 100 |
| True Friendship | True Friendship | 100 | 90 |
| Inner Harmony | --- | 40 | -- |
| Mature Love | --- | 0 | -- |
| Wisdom | --- | 10 | -- |
| Happiness | Subsumes most other items. | | |

* and ** Percent agreement on unmodified term shown in parentheses beside "Modified Item."

TABLE III-3

INTER-JUDGE AGREEMENT ON INSTRUMENTAL VALUES MODIFICATIONS

| ROKEACH ITEM | MODIFIED ITEM | % AGREEMENT TO INCLUDE | % AGREEMENT ON WORDING |
|---|---|---|---|
| Ambitious | Ambitious | 100 | 80 |
| Capable | Capable | 100 | 90 |
| Cheerful | Cheerful | 100 | 80 |
| Clean | Clean | 90 | 90 |
| Courageous | Bold (Brave*) | 100 | 50* |
| Forgiving | Forgiving (No Synonym at Grade Level**) | 90 | 60** |
| Helpful | Helpful | 100 | 80 |
| Honest | Honest | 90 | 100 |
| Imaginative | Creative | 80 | 90 |
| Intellectual | Intelligent | 80 | 70 |
| Loving | Loving | 90 | 90 |
| Polite | Polite | 100 | 100 |
| Responsible | Dependable | 100 | 100 |
| Self-controlled | Self-controlled | 100 | 100 |
| --- | Influential | 100 | 100 |
| Broadminded | --- | 30 | -- |
| Logical | --- | 40 | -- |
| Obedient | Subsumed by "Polite - Dependable" | | |
| Independent | Subsumed by "Freedom and Independence" | | |

* and ** Percent agreement on unmodified term shown in parentheses beside "Modified Item".

TABLE 17

FREQUENCY DISTRIBUTION OF TEST-RETEST RELIABILITIES FOR THE

MODIFIED VALUE INSTRUMENT

PORTLAND SCHOOL POPULATION

| RELIABILITY | OVERALL | | GRADE 4 | | GRADE 6 | |
|---|---|---|---|---|---|---|
| | TERMINAL | INSTRUMENTAL | TERM. | INST. | TERM. | INST. |
| .90 - .99 | 3 | 1 | 1 | - | 2 | 1 |
| .80 - .89 | 15 | 9 | 6 | 2 | 9 | 7 |
| .70 - .79 | 10 | 6 | 5 | 1 | 5 | 5 |
| .60 - .69 | 7 | 7 | 3 | 4 | 4 | 3 |
| .50 - .59 | 7 | 8 | 5 | 5 | 2 | 3 |
| .40 - .49 | 2 | 7 | 1 | 4 | 1 | 3 |
| .30 - .39 | 2 | 2 | 1 | 2 | 1 | - |
| .20 - .29 | - | 5 | - | 4 | - | 1 |
| .10 - .19 | 1 | - | 1 | - | - | - |
| .00 - .09 | - | 3 | - | 2 | - | 1 |
| -.01 - -.10 | 1 | 1 | - | - | - | 1 |
| -.11 - -.20 | 1 | - | 1 | - | - | - |
| -.21 - -.30 | 1 | - | - | - | 1 | - |
| Med. r = | .73 | .58 | .70 | .50 | .77 | .73 |
| N = | 49 | 49 | 24 | 24 | 25 | 25 |

DESIGN TABLES

TABLE V-A

Vancouver, B.C.
Number of Subjects by Grade, Sex, and S.E.S.

| | Grade Four | | Grade Six | |
|---|---|---|---|---|
| | Boys | Girls | Boys | Girls |
| Low SES | 17 | 17 | 17 | 17 |
| High SES | 17 | 17 | 17 | 17 |

TABLE V-B
Portland, Oregon (Sixth Graders)
Number of Subjects by Sex, Race, and S.E.S

| | Male | | Female | |
|---|---|---|---|---|
| | Black | White | Black | White |
| Low SES | 13 | 13 | 13 | 13 |
| Moderate SES | 13 | 13 | 13 | 13 |

TABLE V-C
Between Studies (Sixth Graders)

| Vancouver | Portland |
|---|---|
| 68 | 104 |

TABLE VI - A

VALUES HELD UNIFORMLY HIGH OR UNIFORMLY LOW ACROSS GROUPS IN THE VANCOUVER SAMPLE

| Extreme High (Top Four) Rank Order Positions | | | | | |
|---|---|---|---|---|---|
| Terminal Values | | | Instrumental Values | | |
| Value Item | Ratio of Occurrence* | Comp. Rank Order | Value Item | Ratio of Occurrence | Comp. Rank Order |
| Family Love and Protection | 7/8 | 1 | Loving (Affectionate) | 6/8 | 1 |
| Peaceful World | 8/8 | 2 | Honest (Truthful, Sincere) | 7/8 | 2 |
| True Friendship | 7/8 | 3 | | | |

| Extreme Low (Bottom Four) Rank Order Positions | | | | | |
|---|---|---|---|---|---|
| Terminal Values | | | Instrumental Values | | |
| Value Item | Ratio of Occurrence* | Comp. Rank Order | Value Item | Ratio of Occurrence | Comp. Rank Order |
| Confidence and Pride in Self | 7/8 | 12 | Creative | 7/8 | 14 |
| Feeling of Achievement | 8/3 | 14 | Influential | 7/8 | 15 |
| Religious Faith | 7/8 | 13 | | | |

TABLE VI - B

VALUES HELD UNIFORMLY HIGH OR UNIFORMLY LOW ACROSS GROUPS IN THE PORTLAND SAMPLE

| Extreme High (Top Four) | Rank Order Positions | | |
|---|---|---|---|
| Terminal Values | | Instrumental Values | |
| Value Item | Ratio of Occurrence | Value Item | Ratio of Occurrence |
| Family Love and Protection | 8/8 | Loving (Affectionate) | 8/8 |
| Equal Opportunity for All People | 6/8 | Honest (Truthful, Sincere) | 7/8 |
| | | Helpful (Aiding Others) | 7/8 |

| Extreme Low (Bottom Four) | Rank Order Positions | | |
|---|---|---|---|
| Terminal Values | | Instrumental Values | |
| Value Item | Ratio of Occurrence | Value Item | Ratio of Occurrence |
| A Prosperous Life (Wealth and Comfort) | 7/8 | Influential (Leadership) | 6/8 |
| Exciting Life (Active, Adventurous Life) | 7/8 | Creative (Imaginative) | 8/8 |
| Feeling of Achievement (Lasting Contribution) | 8/8 | | |

* The ratio of cross-group similarity represents the number of times a value occurred in the extreme high (top four) or extreme low (bottom four) rank order positions out of the eight group value profiles.

TABLE VI - C

Comparison Table of Terminal Values Held at the Extreme High (Top Four) and Extreme Low (Bottom Four) Rank Order Positions by Sixth Graders in Portland, Oregon (N=104) and Vancouver, B.C. (N=68)

Extreme High (Top Four) Rank Order Positions

| VANCOUVER, B.C. | | | PORTLAND, OREGON | | |
|---|---|---|---|---|---|
| Value Item | Mean Rank Position | Ratio of Occurence | Value Item | Mean Rank Position | Ratio of Occurence |
| Family Love | 1 | 3/4 | Family Love | 1 | 8/8 |
| Peaceful World | 2 | 4/4 | Peaceful World | 2 | 5/8 |
| True Friendship | 3 | 3/4 | Equal Opportunity | 3 | 6/8 |
| Beautiful World | 4 | 1/4 | True Friendship | 4 | 4/8 |

Extreme Low (Bottom Four) Rank Order Positions

| VANCOUVER, B.C. | | | PORTLAND, OREGON | | |
|---|---|---|---|---|---|
| Value Item | Mean Rank Position | Ratio of Occurence | Value Item | Mean Rank Position | Ratio of Occurence |
| Prosperous Life | 11 | 2/4 | Religious Faith | 11 | 2/8 |
| Self-Confidence | 12 | 3/4 | Prosperous Life | 12 | 7/8 |
| Religious Faith | 13 | 4/4 | Exciting Life | 13 | 7/8 |
| Feeling of Achievement | 14 | 4/4 | Feeling of Achievement | 14 | 8/8 |

TABLE VI - D

Comparison Table of Instrumental Values Held at the Extreme High (Top Four) and Extreme Low (Bottom Four) Rank Order Positions by Sixth Graders in Portland, Oregon (N=104) and Vancouver, B.C. (N-68)

Extreme High (Top Four) Rank Order Positions

| VANCOUVER, B.C. | | | PORTLAND, OREGON | | |
|---|---|---|---|---|---|
| Value Item | Mean Rank Position | Ratio of Occurence | Value Item | Mean Rank Position | Ratio of Occurence |
| Honest | 1 | 4/4 | Loving | 1 | 8/8 |
| Loving | 2 | 3/4 | Honest | 2 | 7/8 |
| Intelligent | 3 | 1/4 | Helpful | 3 | 7/8 |
| Helpful | 4 | 2/4 | Forgiving | 4 | 4/8 |

Extreme Low (Bottom Four) Rank Order Positions

| VANCOUVER, B.C. | | | PORTLAND, OREGON | | |
|---|---|---|---|---|---|
| Value Item | Mean Rank Position | Ratio of Occurence | Value Item | Mean Rank Position | Ratio of Occurence |
| Brave | 12 | 2/4 | Capable | 12 | 6/8 |
| Cheerful | 13 | 1/4 | Brave | 13 | 6/8 |
| Creative | 14 | 4/4 | Creative | 14.5 | 8/8 |
| Influential | 15 | 3/4 | Influential | 14.5 | 6/8 |

TABLE VI - E

Composite Rank Orders of Terminal and Instrumental Values in Urban Vancouver, B. C., Grade Six Subjects

N = 68

| TERMINAL VALUES | | INSTRUMENTAL VALUES | |
|---|---|---|---|
| Rank Order | | Rank Order | |
| 1 | Loving Family | 1 | Honest |
| 2 | Peaceful World | 2 | Loving |
| 3 | True Friendship | 3 | Polite |
| 4 | Beautiful World | 4 | Helpful |
| 5 | Pleasure | 5 | Intelligent |
| 6 | Freedom | 6 | Ambitious |
| 7 | Social Recognition | 7 | Dependable |
| 8 | Equality | 8 | Capable |
| 9 | Exciting Life | 9 | Self-controlled |
| 10 | Secure Country | 10 | Forgiving |
| 11 | Self-respect | 11 | Cheerful |
| 12 | Prosperous Life | 12 | Clean |
| 13 | Feeling of Achievement | 13 | Brave |
| 14 | Religious Faith | 14 | Influential |
| | | 15 | Creative |

TABLE VI - F

Composite Rank Orders of Terminal and Instrumental Values in Urban Portland, Oregon, Grade Six Subjects

N = 104

| Terminal Values | | | Instrumental Values | | |
|---|---|---|---|---|---|
| Rank Order | | Mean Rank | Rank Order | | Mean Rank |
| 1 | Family Love and Protection | 4.21 | 1 | Loving (Affectionate) | 5.38 |
| 2 | Peaceful World | 5.42 | 2 | Honest (Truthful, Sincere) | 5.64 |
| 3 | Equal Opportunity for All People | 5.83 | 3 | Helpful (Aiding Others) | 6.05 |
| 4 | True Friendship | 6.38 | 4 | Forgivign (Understanding) | 7.21 |
| 5 | Admiration and Respect of Others | 7.20 | 5 | Polite (Courteous) | 7.25 |
| 6 | Beautiful World | 7.31 | 6 | Clean (Neat, Tidy) | 7.43 |
| 7 | A Secure Country | 7.89 | 7 | Cheerful (Light-hearted) | 7.73 |
| 8 | Confidence and Pride in Myself | 8.11 | 8 | Self-Controlled (Self-disciplined) | 7.85 |
| 9 | Pleasure (Enjoyable Life) | 8.25 | 9 | Dependable (Reliable) | 7.94 |
| 10 | Freedom of Choice and Action (Independence) | 8.60 | 10 | Intelligent (Smart) | 8.23 |
| 11 | Religious Faith | 8.71 | 11 | Ambitious (Hardworking) | 8.99 |
| 12 | A Prosperous Life (Wealth and Comfort) | 9.67 | 12 | Capable (Able to do Things Well) | 9.13 |
| 13 | Exciting Life (Active, Adventurous Life) | 9.82 | 13 | Brave (Courageous) | 9.22 |
| 14 | Feeling of Achievement (Lasting Contribution) | 10.14 | 14.5 | Creative (Imaginative)** | 10.93 |
| | | | 14.5 | Influential (Leadership)** | 10.95 |

* Based upon the mean ranking of each value
** Indicates two values having equal mean rankings within the group

TABLE VII - A

SIGNIFICANT MAIN EFFECTS AND INTERACTIONS OF GRADE, SEX AND SOCIO-ECONOMIC STATUS (SES) ON TERMINAL VALUES IN TERMS OF "F" RATIOS :

VANCOUVER STUDY

| | MAIN EFFECTS | | | INTERACTIONS | | | |
|---|---|---|---|---|---|---|---|
| | SES | GRADE | SEX | SES x GRADE | SES x SEX | GRADE x SEX | SES x GRADE x SEX |
| Beautiful World | 4.184* | 13.041** | - | - | - | - | - |
| Exciting Life | - | 4.177* | 7.345** | - | 4.386* | - | - |
| Family Love and Protection | - | - | 18.491** | - | - | - | - |
| Pleasure | - | - | 3.956* | - | - | - | - |
| Prosperous Life | - | - | 6.873** | - | - | - | 3.955* |
| Religious Faith | - | - | 4.704* | - | 15.981** | - | - |
| Secure Country | - | - | - | 4.038* | - | - | 4.242* |
| Confidence and Pride in Self | - | 6.313* | - | - | - | - | - |
| Admiration and Respect of Others | - | - | 6.431* | - | - | 6.431* | - |
| True Friendship | - | 7.006** | - | - | - | - | - |

* $p < .05$

** $p < .01$

TABLE VII - B

SIGNIFICANT MAIN EFFECTS AND INTERACTION OF GRADE, SEX AND SOCIO-ECONOMIC STATUS (SES) ON INSTRUMENTAL VALUES IN TERMS OF "F" RATIOS :

VANCOUVER STUDY

| | MAIN EFFECTS | | | INTERACTIONS | | | |
|---|---|---|---|---|---|---|---|
| | SES | GRADE | SEX | SEX x GRADE | SES x SEX | GRADE x SEX | SES x GRADE x SEX |
| Ambitious | - | 8.618** | - | - | - | - | 7.045** |
| Brave | - | - | - | - | 4.271* | - | - |
| Capable | - | - | 16.122** | 6.947* | - | - | 3.981* |
| Cheerful | - | 8.434** | - | - | - | 3.929* | - |
| Clean | 14.113** | 4.335* | - | - | - | - | - |
| Creative | - | - | 6.042* | - | 4.638* | - | - |
| Dependable | 13.681** | 8.863** | - | - | - | - | - |
| Forgiving | - | - | 7.006** | - | - | - | - |
| Helpful | - | - | - | 6.025* | - | - | - |
| Honest | - | - | 9.746** | - | 5.269* | - | - |
| Influential | - | - | 6.887** | 4.948* | - | - | 6.887** |
| Intelligent | 5.533* | - | 12.305** | - | 16.356** | - | - |
| Loving | - | 4.144* | 25.903** | - | - | - | - |
| Polite | 6.312** | 8.281** | - | - | - | - | - |
| Self-Controlled | - | 6.187* | - | - | - | - | - |

* $p < .05$

** $p < .01$

TABLE VII - C

SIGNIFICANT MAIN EFFECTS AND INTERACTIONS OF RACE, SEX, AND SOCIO-ECONOMIC STATUS (SES) ON TERMINAL VALUES IN TERMS OF "F" RATIOS :

PORTLAND STUDY

| | MAIN EFFECTS | | | INTERACTIONS | | | |
|---|---|---|---|---|---|---|---|
| | RACE | SEX | SES | RACE x SEX | RACE x SES | SEX x SES | RACE x SEX x SES |
| Secure Country | - | - | 5.34* | - | 5.58* | - | - |
| Confidence and Pride in Self | 7.31** | - | - | - | - | - | - |
| Admiration and Respect of Others | 4.67* | - | 3.95* | - | - | - | - |
| True Friendship | - | - | - | - | 11.77** | - | - |

SIGNIFICANT MAIN EFFECTS AND INTERACTION OF RACE, SEX, AND SES ON INSTRUMENTAL VALUES IN TERMS OF "F" RATIOS :

PORTLAND STUDY

| | MAIN EFFECTS | | | INTERACTIONS | | | |
|---|---|---|---|---|---|---|---|
| | RACE | SEX | SES | RACE x SEX | RACE x SES | SEX x SES | RACE x SEX x SES |
| Cheerful | 4.32* | - | - | - | - | - | - |
| Clean | - | - | - | - | - | 4.51* | - |
| Influential | 5.07* | 12.45* | - | - | - | 4.58* | - |

* $p < .05$

** $p < .01$

TABLE VII-3

MEAN DIFFERENCES IN TERMINAL VALUES PREFERENCES BETWEEN SAMPLES OF GRADE SIX PUPILS IN PORTLAND AND VANCOUVER SCHOOLS

| Value | VANCOUVER, B.C. | | PORTLAND, ORE. | | |
|---|---|---|---|---|---|
| | $\bar{X}$ | SD | $\bar{X}$ | SD | t-value |
| Family Love and Protection | 3.18 | 2.79 | 4.21 | 3.39 | 2.20* |
| Peaceful World | 5.00 | 3.84 | 5.42 | 3.72 | n.s. |
| Equal Opportunity for All People | 7.65 | 3.71 | 5.83 | 3.37 | 3.25** |
| True Friendship | 5.76 | 2.92 | 6.38 | 3.56 | n.s. |
| Affirmation and Respect of Others* | 7.69 | 3.38 | 7.20 | 3.53 | n.s. |
| Beautiful World | 6.56 | 3.77 | 7.31 | 3.93 | n.s. |
| A Secure Country | 7.87 | 3.53 | 7.89 | 3.87 | n.s. |
| Confidence and Pride in Myself | 9.34 | 3.26 | 8.11 | 4.00 | 2.20* |
| Pleasure (Enjoyable Life) | 7.00 | 3.51 | 8.25 | 3.86 | 2.23* |
| Freedom of Choice and Action | 7.03 | 3.77 | 5.60 | 3.59 | n.s. |
| Religious Faith | 10.15 | 4.05 | 8.71 | 4.14 | 2.25* |
| A Prosperous Life (Wealth and Comfort) | 9.18 | 4.33 | 9.67 | 3.56 | n.s. |
| Exciting Life (Active, Adventurous Life) | 7.65 | 3.68 | 9.82 | 3.45 | 3.88** |
| Feeling of Achievement | 10.96 | 2.57 | 10.14 | 3.21 | n.s. |
| N= | 68 | | 104 | | |

* $p < .05$
** $p < .01$

TABLE VII-B

MEAN DIFFERENCES IN INSTRUMENTAL VALUE PREFERENCES BETWEEN SAMPLES OF 10TH GRADE SIX PUPILS IN PORTLAND AND VANCOUVER SCHOOLS.

| Value | VANCOUVER, B.C. $\bar{X}$ | SD | PORTLAND, ORE. $\bar{X}$ | SD | t-values |
|---|---|---|---|---|---|
| Loving (Affectionate) | 5.90 | 4.84 | 5.38 | 4.45 | n.s. |
| Honest (Truthful, Sincere) | 5.28 | 3.71 | 5.64 | 4.19 | n.s. |
| Helpful (Aiding Others) | 7.25 | 4.10 | 6.05 | 3.63 | n.s. |
| Forgiving (Understanding) | 8.18 | 3.71 | 7.21 | 3.94 | n.s. |
| Polite (Courteous) | 7.29 | 3.88 | 7.29 | 4.18 | n.s. |
| Clean (Neat and Tidy) | 8.68 | 4.07 | 7.43 | 4.34 | n.s. |
| Cheerful (Light-hearted) | 8.99 | 3.78 | 7.73 | 3.74 | 2.17* |
| Self Controlled (Self-Disciplined) | 7.51 | 3.67 | 7.85 | 4.46 | n.s. |
| Dependable (Reliable) | 7.96 | 3.87 | 7.94 | 3.68 | n.s. |
| Intelligent (Smart) | 7.03 | 4.77 | 8.23 | 4.50 | n.s. |
| Ambitious (Hardworking) | 7.37 | 3.86 | 8.99 | 4.35 | 2.57* |
| Capable (Able to do Things Well) | 7.38 | 3.44 | 9.13 | 3.60 | 3.24** |
| Brave (Courageous) | 8.81 | 4.41 | 9.22 | 4.02 | n.s. |
| Creative (Imaginative) | 11.07 | 4.43 | 10.95 | 3.23 | n.s. |
| Influential (Leadership) | 11.32 | 3.93 | 10.95 | 3.84 | n.s. |
| N= | 68 | | 104 | | |

* $p < .05$
** $p < .01$